



LEARNING SKILLS

Student Guide

STUDENT NOTES

COURSE TITLE: LEARNING SKILLS

BLOCK: BLOCK 1

DPS ACCREDITATION #:

COURSE LEVEL: 100 LEVEL

INSTRUCTIONAL GOAL: STUDENTS WILL UNDERSTAND AND RELATE TO HOW
INDIVIDUAL LEARNING STYLES AFFECT LEARNING ABILITY AND
WILL BE ABLE TO INCREASE THEIR RETENTION ABILITY.

INSTRUCTIONAL OBJECTIVES: IDENTIFY STUDY SKILLS AND PRACTICES NECESSARY
FOR SUCCESSFUL COMPLETION OF THE ACADEMY
COURSE OF INSTRUCTION.

DEMONSTRATE NOTE-TAKING SKILLS NECESSARY FOR
SUCCESSFUL COMPLETION OF THE ACADEMY COURSE
OF INSTRUCTION.

IDENTIFY LEARNING RESOURCES AVAILABLE TO THE
ACADEMY STUDENT TO ENHANCE THE LIKELIHOOD OF
SUCCESSFUL ACADEMY PERFORMANCE.

INSTRUCTIONAL METHODS: CLASSROOM LECTURE
DISCUSSION
ROLE PLAY

HANDOUTS: STUDENT GUIDE

COURSE DURATION: 2 HOURS

CURRICULUM REFERENCES: Previous NMLEA Block 11, Note Taking and Study
Habits, 1992

Fry, Ron. How to Study, 3rd Ed.. Career Press, Hawthorne NJ
2003

Handbook for College Success, Santa Fe Community College,
Dept. of Developmental Studies, Santa Fe NM 1993

SAFETY CONSIDERATION: NONE

EQUIPMENT, PERSONNEL, AND SUPPLIES NEEDED: COMPUTER, AUDIO AND VISUAL AIDS; WHITEBOARD

TARGET AUDIENCE: NEW MEXICO LAW ENFORCEMENT CADETS AND RECRUITS

COURSE PREREQUISITES: NONE

INSTRUCTOR CERT.: GENERAL POLICE WITH A MINIMUM OF 5 YEARS EXPERIENCE

INSTRUCTOR RATIO: 1 / 40 - 60

EVALUATION STRATEGY: NEW MEXICO LAW ENFORCEMENT CERTIFICATION EXAM

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REVISION / REVIEW DATE(S): 23 Oct 2013

REVISED / REVIEWED BY: Fredrick Jasler

COURSE OUTLINE:

A. Learning Skills

1. Objectives

B. How People Learn

1. KNOWING HOW YOU TEND TO LEARN CAN BE HELPFUL. YOU CAN PLACE ADDITIONAL EMPHASIS, CONCENTRATION, OR FOCUS IN THE AREAS YOU KNOW YOU ARE NOT THAT STRONG.

C. Sensory Memory

1. Lasts about a second

D. Short-Term Memory

1. Lasts 60-120 seconds

-
- E. Long-Term Memory
 - 1. Lasts for decades
 - F. SQ3R
 - 1. Survey
 - 2. Question
 - 3. Read
 - 4. Recite
 - 5. Review
 - G. The Domains of Learning
 - 1. The Cognitive Domain- deals with topics; what you need to know. (KNOWLEDGE)
 - 2. The Psychomotor Domain- deals with tasks; what the learner needs to do. (SKILL)
 - 3. The Affective Domain- deals with values- the learners attitude.
 - H. Learning
 - 1. People learn or take in information in three different ways:
 - a. -Visual
 - b. -Aural
 - c. -Kinesthetic
 - 2. Visual- What one sees.
 - 3. Aural- What one hears.
 - 4. Kinesthetic- What one feels, touches and experiences.
 - a. People generally remember...
 - 10% of what they read.
 - 20% of what they hear.

- 30% of what they see.
- 50% of what they see and hear.
- 70% of what they say as they talk.
- 90% of what they say as they do.

I. Memory

1. Memory is the basis for all learning.
2. Evidence suggests that behavior results from a blend of two distinct memory systems:
 - a. -The Stimulus Response System
 - b. -The Cognitive System
3. The Stimulus Response System-
 - a. Used for note memorization and quick response.
4. The Cognitive System-
 - a. This is the thinking system requiring associations, connections and logic to build ideas. Within the Cognitive System, there are two types of memory:
 - b. Short Term Memory
 - c. Long Term Memory
5. Short Term Memory
 - a. Lasts about 60-120 seconds
6. Long Term Memory-
 - a. Can last for decades.

J. Memory Development

1. Here are some ways to increase your ability to remember and recall information:
 - a. Plan to remember

- b. Review- reviewing is an essential step.
- c. Review immediately after Learning the material.
- d. Look for Principles
- e. Apply- you will forget what you don't use.
- f. Discuss
- g. Study Groups

K. Test Taking

- 1. Before the Test-
- 2. During the Test-

L. Changing Answers-

- 1. Unless your first answer was wrong, or a later question provides information that answers the earlier question, leave your first answer alone.

M. Types of Questions-

- 1. If you are faced with a Multiple Choice Question, use the **ARC Principle**:
 - a. Ask yourself the answer before reading the choices.
 - b. Read all the choices before committing. Remember that most multiple choice tests require you to choose the best answer.
 - c. Choose the best answer.
- 2. True or False Questions-
 - a. Long answers tend to be false as there are more conditions to fit. Scrutinize questions with absolutes such as "always" or "never." Can a question clear the hurdle of an "always" or "never?" If it can't, it's false.

N. Note-Taking

1. Effective note-taking consists of three parts:
 - a. -Observing
 - b. -Recording
 - c. -Reviewing
2. The following strategies will help you develop and refine your note-taking skills:
 - a. Before class:
 - b. During Class-
3. Three Note-Taking Options:
 - a. The Cornell Format
 - b. Mind Mapping
 - c. Outlining

O. Studying

1. The SQ3R Reading/Study System-
 - a. Survey
 - b. Question
 - c. Recite- retrain your mind to concentrate and learn as it reads.
 - d. Review
 - e. Remember

P. How to study and learn - A GUIDE

1. How to use the guide
2. What is Critical Thinking?

Q. Ideas for becoming a great student

1. BECOME AN ACTIVE LEARNER.
2. THINK OF EACH SUBJECT AS A FORM OF THINKING.
3. BECOME A QUESTIONER. LOOK FOR
4. INTERCONNECTIONS.

-
5. THINK OF YOUR INSTRUCTOR AS A COACH.
 6. THINK OF THE TEXTBOOK
 7. CONSIDER CLASS TIME
 8. RELATE CONTENT
 9. FIGURE OUT WHAT STUDY AND LEARNING SKILLS YOU
 10. ARE NOT GOOD AT.
 11. ASK YOURSELF
 12. SEEK TO FIND THE KEY CONCEPT
 13. ASK QUESTIONS
 14. TEST YOURSELF
 15. LEARN TO TEST YOUR THINKING
 16. USE WRITING AS A WAY TO LEARN
 17. EVALUATE YOUR LISTENING
 18. EVALUATE YOUR READING.
 19. REMEMBER!

STUDENT NOTES

Learning Skills**Objectives**

Identify study skills and practices necessary for successful completion of the academy course of instruction.

Demonstrate note-taking skills necessary for successful completion of the academy course of instruction.

Identify learning resources available to the academy student to enhance the likelihood of successful academy performance.

STUDENT NOTES**HOW PEOPLE LEARN**

KNOWING HOW YOU TEND TO LEARN CAN BE HELPFUL. YOU CAN PLACE ADDITIONAL EMPHASIS, CONCENTRATION, OR FOCUS IN THE AREAS YOU KNOW YOU ARE NOT THAT STRONG.

STUDENT NOTES

SENSORY MEMORY

STUDENT NOTES

SHORT-TERM MEMORY

STUDENT NOTES

LONG-TERM MEMORY

STUDENT NOTES

SQ3R

Survey

Question

Read

Recite

Review

Step 1: SURVEY

STUDENT NOTES

Step 2: QUESTION

STUDENT NOTES

Step 3: READ

STUDENT NOTES

Step 4: RECITE

STUDENT NOTES

Step 5: REVIEW

STUDENT NOTES

The Domains of Learning

The Cognitive Domain- deals with topics; what you need to know. (_____)

The Psychomotor Domain- deals with tasks; what the learner needs to do. (_____)

The Affective Domain- deals with values- the learners attitude. (_____)

The Cognitive Domain- an example

The Use of Force-Reactive Control Model and the knowledge on how to use it effectively is an example of the Cognitive Domain of Learning.

The use of force and proper placement of that force along the continuum of the Reactive Control Model is what you need to know before you can actually apply force in a situation that requires you to act.

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The Domains of Learning

After we are made aware of what we need to know about the use of force and the Reactive Control Model, we are now able to apply our knowledge to our skills.

If our knowledge was about expandable batons, after having acquired the knowledge about where the expandable baton fits into the Reactive Control Model, we can now actually begin to learn to use the baton.

The Affective Domain- an example

Now that we've acquired both the knowledge and skills to use the expandable baton, we must now learn the proper mental attitude and self-control necessary to use it appropriately and in accordance with the knowledge and skills that we learned.

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Learning**People learn or take in information in three different ways:**

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Visual- What one sees.

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Aural- What one hears.

STUDENT NOTES

Kinesthetic- What one feels, touches and experiences.

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People generally remember...

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Memory

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Memory is the basis for all learning.

Evidence suggests that behavior results from a blend of two distinct memory systems:

**The Stimulus Response System-
The Cognitive System-**

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Short Term Memory

STUDENT NOTES

Long Term Memory-

STUDENT NOTES

Memory Development

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Here are some ways to increase your ability to remember and recall information:

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Look for Principles-

**Test Taking
Before the Test-**

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During the Test-

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Types of Questions-

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If you are faced with a Multiple Choice Question, use the ARC Principle :

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**True or False Questions-
Note-Taking**

Effective note-taking consists of three parts:

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The following strategies will help you develop and refine your note-taking skills:

Before class:

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During Class-

STUDENT NOTES

After Class-

STUDENT NOTES

Three Note-Taking Options:

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Studying

Review- refine your mental organization and begin building memory.

REMEMBER-

STUDENT NOTES**The SQ3R Reading/Study System-**

Survey- _____

1. **Read the title-** _____

2. **Read the introduction and/or summary.**

3. **Notice each boldface**

Study Groups- the idea is rather simple. Find a group of like-minded students-four to six is an optimal number-and share notes, question each other and prepare for tests. Study groups can be organized in a number of ways.

Forming Your Own Study Group-

The most important thing to remember...

There is no such thing as a stupid question. When the time comes to act, the time to prepare is gone.

HOW TO STUDY AND LEARN!

THE SOLUTION:

KINESTHETIC- WHAT ONE FEELS, TOUCHES AND EXPERIENCES.

EXAMPLE:

IDEAS FOR BECOMING A GREAT STUDENT

3. THINK OF EACH SUBJECT AS A FORM OF THINKING.
4. BECOME A QUESTIONER.
5. LOOK FOR INTERCONNECTIONS.
6. THINK OF YOUR INSTRUCTOR AS A COACH.
7. THINK OF THE TEXTBOOK, COURSE CONTENT AS THE THINKING OF THE AUTHOR. YOUR JOB IS TO THINK THE THINKING OF THE AUTHOR.
8. CONSIDER CLASS TIME
9. RELATE CONTENT WHENEVER POSSIBLE TO ISSUES AND PROBLEMS AND PRACTICAL SITUATIONS IN YOUR LIFE, YOUR CHOSEN PROFESSION. IF YOU CAN'T CONNECT IT YOU DON'T KNOW IT.
10. FIGURE OUT
11. ASK YOURSELF;
12. SEEK TO FIND
13. ASK QUESTIONS
14. TEST YOURSELF

15. LEARN TO TEST

16. USE WRITING

17. EVALUATE YOUR LISTENING.

18. EVALUATE YOUR READING.

REMEMBER!

THERE ARE THREE VERY DIFFERENT WAYS TO TAKE IN INFORMATION:

COURSE LEVEL DEFINITIONS

100 LEVEL:	BASIC LEVEL - FOUNDATIONAL BLOCK OF INSTRUCTION. PRE-REQUISITE TO ALL HIGHER LEVEL COURSES.
200 LEVEL:	INTRODUCTORY LEVEL. REQUIRES COMPLETION OF PRE-REQUISITE COURSE(S). [ONE OR MORE 100 LEVEL COURSE(S)]
300 LEVEL:	INCUMBENT LEVEL. REQUIRES COMPLETION OF PRE-REQUISITE COURSE(S). [ONE OR MORE 200 LEVEL COURSE(S)]
400 LEVEL:	ADVANCED LEVEL. REQUIRES COMPLETION OF BASIC ACADEMY AND POSSIBLY PRE-REQUISITE COURSE(S)

CLASSIFICATION OF LEARNING OBJECTIVE

(C):	COGNITIVE BASED LEARNING OBJECTIVE
(P):	PSYCHOMOTOR BASED LEARNING OBJECTIVE
(C/P):	BOTH COGNITIVE AND PSYCHOMOTOR BASED LEARNING OBJECTIVE
(V):	VALUE BASED LEARNING OBJECTIVE (Emphasizing Sacred Trust the community has placed in the hands of the law enforcement officer, addresses related professional conduct and respect for rights of citizens. All lesson plans must contain at least one value based learning objective.)

COURSE AUDIT

PRIMARY INSTRUCTOR:

SECONDARY INSTRUCTOR:

SUPPORT STAFF (i.e.: Scenario Managers, Role Players, etc):

DATE(S)/ TIME(S) OF INSTRUCTION:

LOCATION OF INSTRUCTION:

RECOMMENDED CURRICULUM CHANGES: Identify inaccurate information, outdated information, new information to be added to update material, etc. (Use additional pages if necessary)

COURSE AUDIT (Continued)

ADDITIONAL INSTRUCTOR COMMENTS: (If any portion of the course content was not presented, indicate the specific content here)

If course content other than the NMDPS TRD approved Basic or PST academy curriculum is taught, the alternative curriculum must be submitted to the Law Enforcement Academy Deputy Director's office and approved prior to delivery of the alternative instructional materials.

☐

Alternative curriculum was taught.

Accreditation number of alternative curriculum:

SIGNATURE

DATE

Primary Instructor

Reviewed by Program Coordinator

Reviewed by Bureau Chief

Reviewed by LEA Director or Designee